**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 1st Grade** | | | **Date(s)**: Sept. 17th, 2012 (Day 15) |
| **Unit Title:**  “Wanted! A few good friends” | | | **Corresponding Unit Task: 4**  **Writing an Opinion** | | |
| **Essential Question(s): Why is it important for us to give others the opportunity to speak when we are sharing ideas? How do illustrations help good readers locate and remember the important details in a story?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Click, Clack, Moo: Cows that Type by Betsy Lewin**  **Pencil**  **Paper**  **Frog and Toad** | | | | **Opinion**  **Story Structure Matrix**  **Sharing Circle** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading-Second**  **Standards:RL.1.1, RL.1.2, RL.1.7, RL.10**  **I Can Statement(s): I can listen and discuss nonfiction stories about friendship.**  **Instructional Plan: The teacher will introduce the students to genre of opinion by reading Click, Clack, Moo: Cows that Type by Betsy Lewin. Teacher will then explain what an opinion is (what you THINK about the story). Teacher will model a couple of examples and ask the students if they are opinions or not. Students will respond by giving thumbs up or thumbs down. Students will review each story that has been read and shared based on the information recorded on the Story Structure Matrix. The students will read aloud what was recorded about each story by close reading. After reviewing the stories that have been read, the teacher will explain that student are now going to discuss what they liked about these books with their table groups. The teacher will discuss the rules for sharing with their table groups (1-everyone gets to share, 2- everyone should try to contribute, but you can skip, 3- everyone listens to the speaker, 4- everyone has the same amount of time in which to speak, 5- everyone listens respectfully-no interruptions).** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing-Fourth**  **Standards: W.1.1, W.1.5, W.1.8**  **I Can Statement(s): I can choose a book and write about my favorite story.**  **Instructional Plan: Students will choose their favorite story from the ones read, state the title, and give three reasons why it was their favorite book. The teacher will model the process by writing about her favorite book using correct capitalization and punctuation. When done, students will be given a piece of paper to write and illustrate their own opinion.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study-First**  **Standards: L.1.2**  **I Can Statement(s): I can review previous vocabulary words.**  **Instructional Plan: Teacher will review environmental words and previous studied words appropriate for this lesson.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening-Third**  **Standards: SL.1.2, SL.1.4, SL.1.3, SL.1.5, SL.1.6**  **I Can Statement(s): I can use good listening skills as my teacher models active participation.**  **Instructional Plan: The teacher will ask two-three students to join her as she model the process of active participation in a discussion group. The other students will watch and listen. After the teacher models she will ask each student which of the rules they observed being used and which needed to be better.** | | | | |
| **Closing/Summarizing Strategy** | **We will revisit the “I can statement”. The teacher will ask questions: 1- How can you be a good citizen? 2- What is one right that you have? 3- How can you show respect for others?** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students will choose their favorite book about friendship and create an advertisement about the story that can be showcased in the media center to encourage others to read the book and learn more about the topic of friendship** | | **Struggling writers will be given a story frame.** | | | **Non English students will be able to choose words from a word bank and be able to copy a model piece of writing.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Teacher will informally assess the students by calling them up individually and giving them examples for them to choose whether a sentence is an opinion or not. Dibels, independent practice, and summary of following rules. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*